

we are no traveling to Mars, and how we can transform Mars so it is suitable for humans. The Planetarium will also host video-conferencing sessions between astronomers and suburban Maine West High School students. Finally, Jim Plaxco of the Planetary Studies Foundation will give a lunchtime lecture on "The Intelligent Traveler's Guide to Mars." These events demonstrate the wide variety of activities and experiences the Adler has to offer.

Mr. Speaker, as we approach the 21st Century, it is clear that exploration of the cosmos is proceeding at a faster pace than ever before and the world is entering an exciting new era of discovery. It is with an eye to the future that I invite all Members to join me in celebrating Space Day with the Adler Planetarium and Astronomy Museum.

IN HONOR OF BETTY FRANKLIN-HAMMONDS

HON. TAMMY BALDWIN

OF WISCONSIN

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 6, 1999

Ms. BALDWIN. Mr. Speaker, I rise today to pay solemn tribute to a longtime civil rights advocate, Betty Franklin-Hammonds, of Madison, Wisconsin. Ms. Franklin-Hammonds has been known in the Madison community for her longtime advocacy on behalf of human equality and mutual understanding. She has ranked among the region's noted civil rights leaders, and has been widely recognized as effective, tenacious, low-key, and out front in nearly every civil rights campaign of the past 20 years. It is with great sadness that I note her passing on April 28, 1999.

Betty Franklin-Hammonds' commitment to organizations such as the NAACP and the Urban League was critical in ensuring equal rights for all of our citizens. Her unshakeable belief in equality of education for all was likely the force behind her strong leadership of the Madison Committee on the Achievement of Black Students, leadership which positively affected the educational possibilities for countless African American children in Madison. For nearly a decade, Betty Franklin-Hammonds served as the publisher of the Madison Times, today one of the most widely-read publications in Dane County. In her weekly column, Betty Franklin-Hammonds remained an outspoken advocate, sometimes voicing the concerns of thousands of others, other times advising, educating, or comforting.

Her unselfish contributions to the community brought numerous awards and recognition and she graciously accepted it all in stride, never slowing for even a minute from the enduring struggle for human equality and understanding. In the past few years, she has been recognized for her leadership at the helm of the Madison Urban League, and in 1993, Betty received the City of Madison's prestigious Reverend Dr. Martin Luther King, Jr. Humanitarian Award. Earlier this year, she received the City of Madison Martin Luther King Heritage Award, and this month was due to receive the YWCA's Women of Distinction Award.

In recognition of the lifelong leadership provided by Ms. Betty Franklin-Hammonds, I ask the Congress today to recognize the life of this

great Civil Rights leader. She will be greatly missed by many, but her legacy lives on, as together we strive to achieve the goals of equality, education, and understanding that were so central to her life's work.

MOTHER'S DAY

HON. EARL POMEROY

OF NORTH DAKOTA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 6, 1999

Mr. POMEROY. Mr. Speaker, this weekend, on May 9, America will celebrate Mother's Day. This second Sunday in May was set aside for us to thank our mothers for raising us, for giving us a sense of security and independence, and for offering us their unconditional love. I would like to take this opportunity to pay tribute to all mothers, who know that there is perhaps no more important, more difficult, and ultimately more rewarding undertaking than raising a child.

I was very fortunate to have been raised by a loving mother in a stable and caring home. As we approach Mother's Day, however, I can't help but be reminded of the over 500,000 children in the foster care system in this country who await permanent homes. Although in recent years we have made great strides in improving the child welfare system, through legislation such as the Adoption and Safe Families Act, there is no substitute for loving parents and a permanent home. For thousands of children who are still waiting, adoption offers the hope to finally find a "forever family". I would like to remember the children who still wait to celebrate Mother's Day in a permanent home, as well as those families whom adoption has brought together.

Mr. Speaker, children are awaiting adoptive parents not only in this country, but in nations all over the world. For years, American families have reached across cultural and national boundaries to embrace children through international adoption. My own family was forever changed and enriched by the adoption of our two children from Korea. It is difficult for me to express how deeply grateful I am to have Kathryn and Scott in my life. This Mother's Day, it is my greatest hope that every family and every child still waiting will also have the opportunity to experience the joy of adoption.

FUNDING FOR THE AGRICULTURAL CREDIT INSURANCE FUND PROGRAM

HON. ROBIN HAYES

OF NORTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 6, 1999

Mr. HAYES. Mr. Speaker, I rise today in support of our nation's farmers and therefore, in support of Mr. LATHAM's amendment. On March 24th, over a full month ago, we passed a supplemental appropriations bill which included \$110 million to support \$1.1 billion for loans that farmers and ranchers need to finance this season's work in the fields and pastures. These farmers needed that money a month ago; they are now nearing desperation.

In my district alone, the eighth district of North Carolina, there are several million dol-

lars worth of loan applications that have been turned in to the local FSA offices. These farmers are struggling to get their finances in order because they are relying on what appears to be an unreliable source—the Federal Government. This is more than a matter of delay in many cases, this is a matter of continuing to be a farmer, or finally giving up and throwing in the towel on the livelihood they know and love.

In addition to the farmers who are depending on these loans to put a crop in the field this year, I also have poultry and dairy farmers who are going to miss a season of revenue due to the loan situation. Many of my poultry farmers have been in the process of transitioning from raising turkeys to raising chickens and have lost their chicken house contractors because the builders have moved on to sites where they are sure to receive prompt payment. Again, that leaves those chicken farmers without chicken houses and therefore, without revenue. A full season of no revenue will affect these farmers for more than just one season.

To make matters worse, even when we do finally pass this legislation, we have caused a loss of faith from traditional lenders. Banks are now turning down farmers simply because they don't want to deal with farm applications. This is further limiting farmers because of Congress' inability to pass appropriations and provide a loan program that is reliable.

I will close by saying what we all already know, we have a critical situation right now in farm country. Congress has within its power the ability to alleviate some of the financial duress that agriculturists are feeling. Do the right thing today, pass this amendment and let's get to work on restoring faith in our system.

TRIBUTE TO TEACHERS

HON. RON PAUL

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 6, 1999

Mr. PAUL. Mr. Speaker, I rise to commemorate National Teacher Appreciation week by expressing my appreciation for the valuable work of America's teachers and to ask my colleagues to support two pieces of legislation I have introduced to get the government off the backs, and out of the pockets, of America's teachers. Yesterday I introduced legislation to prohibit the expenditure of federal funds for national teacher testing or certification. A national teacher test would force all teachers to be trained in accordance with federal standards, thus dramatically increasing the Department of Education's control over the teaching profession.

I have also introduced the Teacher Tax Cut Act (HR 937) which provides every teacher in America with a \$1,000 tax credit. The Teacher Tax Cut Act thus increases teachers' salaries without raising federal expenditures. It lets America's teachers know that the American people and the Congress respect their work. Finally, and perhaps most importantly, by raising teacher take-home pay, the Teacher Tax Cut Act encourages high-quality people to enter, and remain in, the teaching profession.

Mr. Speaker, these two bills send a strong signal to America's teachers that we in Congress are determined to encourage good people to enter and remain in the teaching profession and that we want teachers to be treated

as professionals, not as Education Department functionaries. I urge my colleagues to support my legislation to prohibit the use of federal funds for national teacher testing and to give America's teachers a \$1,000 tax credit.

THE OPTIMIST CLUB OF SAINT
MARIES HONORS LOCAL LAW EN-
FORCEMENT OFFICERS

HON. STENY H. HOYER

OF MARYLAND

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 6, 1999

Mr. HOYER. Mr. Speaker, I rise today to celebrate with the Saint Maries Optimist Club as they recognize the lives and labors of our local law enforcement community.

Mr. Speaker, It has been said: "Encouragers need to be encouraged!" I can think of no greater group today to applaud than our men and women who wear blue everyday to protect our communities and promote peace on a daily basis.

In July 1965, former Optimist International President, Carl Howen, recognizing the need to bridge the gap between police officers and the community, initiated the "Respect For Law" program and tonight, the Saint Maries Optimist Club continues to honor those who serve us in law enforcement.

Mr. Speaker, as you well know, it has been reported that every 40 seconds a child is reported missing. According to a study by the U.S. Justice Department, 359,000 are kidnapped every year. These statistics are staggering and although numbers can be misleading we must no longer tolerate adults abducting or abandoning our adolescents! This is just one of the countless stressors that our law enforcement officers and officials have to deal with on a daily basis. The "Respect For Law" educates parents and communities of the pitfalls that plague our society (i.e. drugs, theft, arson, violence, battery, rape and murder).

On a positive note, crime in St. Mary's County has decreased 15% since 1998, and much of the credit can be attributed to Lt. Doug Slacum of the Maryland State Police (Leonardtown barracks) and St. Mary's County Sheriff, Richard Voorhaar. I would like to recognize Mr. Tom Slaughter, "Respect for Law" chairman and Rich Fry, President of St. Maries Optimist Club and their colleagues whom annually applaud the service and sacrifice of St. Mary's finest! My friend, Ms. Mary Whetstone of Mechanicsville has played a pivotal role as the Lt. Governor for zone 5 and I am pleased by the efforts of our law enforcement team of the Sheriff's Department, State Police and our prosecutors. For the record, the six law enforcement agencies represented this evening are the Maryland State Police, Department of Natural Resources, Sheriff's Department, Department of Corrections, NAS Police Department and St. Mary's College Department of Public Safety.

At this moment, I would like to mention and pay tribute to Deputy Keith Fretwell of the St. Mary's Sheriff's Department who recently passed away in his prime of a brain tumor. I attended Deputy Fretwell's funeral and his commitment to St. Mary's County will be the benchmark for all recruits to follow in the future.

Mr. Speaker, I ask you and the remainder of my colleagues to reflect with admiration and

appreciation of those who serve and have served in the respective districts of which we are so fortunate to represent in Congress.

INTRODUCTION OF THE SCHOOL
QUALITY COUNTS ACT

HON. GEORGE MILLER

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 6, 1999

Mr. GEORGE MILLER of California. Mr. Speaker, today I am introducing legislation to make the academic performance of all students the top priority of federal education programs.

This legislation would achieve that goal by taking four clear steps: strengthening accountability for student achievement; raising standards for teachers; rewarding successful schools and teachers; and providing better information to parents.

For far too long, the educational system in this country has operated under a policy of "acceptable losses." Too many children have simply been written off. They leave school—in many cases with a diploma—only to find out that they have not received the high-quality education that they need and to which every child in this country ought to be entitled. We must increase the opportunities for success.

We can do better. In fact, there are successful schools all over the country, in every type of community, that are living proof that all children have the ability to achieve beyond our wildest expectations, no matter what their economic or social background.

For example, according to data released recently by the Kentucky Association of School Councils, some of the schools achieving the highest scores on state exams in 1998 were high-poverty schools. In fact: five of the twenty elementary schools with the highest reading scores in the state were high-poverty schools; six of the twenty elementary schools with the highest mathematics scores in the state were high poverty; and thirteen of the twenty elementary schools with the highest writing scores in the state were high poverty schools. In all of these cases, high poverty schools outperformed much more affluent schools in order to reach the top twenty.

The success in Kentucky is not isolated. There are schools in every part of the country doing the same thing everyday. Our job, in this Congress, is to help all parents and educators in every community apply these lessons and achieve, for their children, the same success that these Kentucky schools and other successful schools are achieving.

The American public is leading the way on this issue. Our citizens are currently engaged in an inspiring, unprecedented effort to improve our public schools.

Parents and taxpayers understand that all children need a world-class education if they are going to succeed in the global economy, be productive members of our society, and participate actively as responsible citizens.

They have come to the conclusion that we, as a nation, have not asked enough of our children; that we have not set academic standards high enough; that we have not recognized the amazing things that our children can, in fact, achieve.

In California we are seeing great enthusiasm for education reform at the local level.

Parents are demanding better schools, and they are willing to invest the time and money needed to get them.

At almost an unprecedented rate, education bond issues—that must be passed by a two-thirds vote—are passing in California because people have decided that they want to reinvest in the public schools.

We are seeing similar things here at the federal level in support for increased education funding.

This is a pivotal time in education policy. We have an unprecedented opportunity to work with parents, educators, and communities in their drive to fundamentally improve the quality of education for all children. The right way for Congress to help in this effort is to provide the necessary resources and set clear and rigorous standards for accountability.

Now is the right time for Congress to act. This year we will be taking up the reauthorization of the Elementary and Secondary Education Act, something we do once only every five or so years.

We come to this reauthorization at a point where the federal government has spent roughly \$120 billion over the last three decades on funding for the largest federal education program—the official title of which is "Helping Disadvantaged Children Meet High Standards," but which is more widely known as "Title I"—with uneven results.

To be clear, there have been notable achievements. The achievement gap between low-income students and their more advantaged peers narrowed significantly from 1970 until the mid-1980's. Independent studies suggest the federal effort on Title I and other educational equity initiatives have played a key part in this success.

Closing the achievement gap was a central goal of the title I program when it was enacted in 1965 and its accomplishments in this regard have been under-rated.

But in recent years the nationwide trend in narrowing the achievement gap has stalled—and in a few cases, we have even lost ground.

And yet the federal government has continued to send almost \$8 billion a year in Title I funds to states and schools with few questions asked and no real demand for higher student achievement.

As we look to reauthorize the Title I program under the Elementary and Secondary Education Act for another five years, and invest somewhere in the neighborhood of \$50 billion or more in the program, we need to make a choice.

We can either learn from states like Kentucky, Texas, and North Carolina, and ask that all states, in return for billions in federal subsidies, set clear goals for student achievement and then hold them accountable for making progress toward those goals. Or we can continue writing checks and sending the message that we are happy with the status quo.

We are entitled to ask the same questions and expect the same commitment and accountability as a financial partner would in providing capital for a loan.

We don't want to micromanage your enterprise. States and localities have the primary responsibility for the day-to-day operation of schools.

But we can, and should, ask that:

(1) States lay out clear and measurable goals for the academic achievement of all students, including their goals for closing gaps in